Update on Key Transition and Smarter Balanced Assessment Development Activities

Presentation to EDCO Liaisons
September 25, 2013
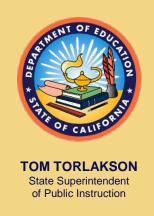
Deborah V.H. Sigman
Deputy Superintendent of Public Instruction
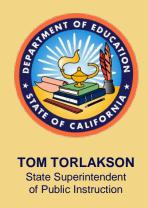District, School, and Innovation Branch

Assembly Bill (AB) 484: Recent Legislative Activity

TOM TORLAKSON
State Superintendent
of Public Instruction

- Last amended September 6

- Passed by Senate September 10

- Passed by Assembly September 11

- Enrolled September 16

- Governor has until October 13 to sign

- To review full bill text as enrolled: http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140AB484.
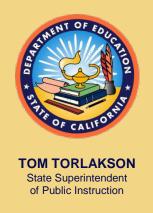
Assembly Bill 484: Highlights

- Establishes the primary purposes of the assessment system to assist teachers, administrators, and students and their parents; improve teaching and learning; and promote high-quality teaching and learning using a variety of assessment approaches and item types

- Establishes California's new statewide student assessment system, the Measurement of Academic Performance and Progress (MAPP)
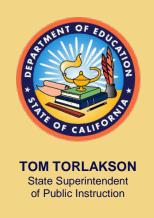
AB 484: Highlights (cont.)

- Outlines assessments in MAPP, some of which were used previously in the Standardized Testing and Reporting (STAR) Program

- Requires the CDE to purchase through the consortium, and offer at no cost to LEAs, interim and formative tools for K through 12

- Requires LEAs to participate in the Smarter Balanced spring 2014 Field Test
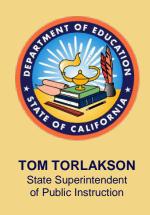
AB 484: Highlights (cont.)

- Establishes the purposes of the 2014 Field Test (to enable the consortium to gauge the validity and reliability of the items and conduct necessary psychometric studies; shall not be used for any other purposes)

- Allows LEAs to focus on transition to Common Core State Standards in a meaningful way

- Provides LEAs with an opportunity to experience the Smarter Balanced assessments in a low-stakes environment and gauge their own readiness in terms of technology

AB 484: Highlights (cont.)

- Transitions the Early Assessment Program (EAP) component to the Smarter Balanced grade 11 assessment

- Exempts English Learners who have been in the United States less than 12 months from having to take the ELA assessment

- Requires the SSPI to bring a comprehensive plan to the SBE regarding other assessments in other content areas and grades to guard against the narrowing of the curriculum

- Allows for a variety of item types and assessment modalities (e.g., population sampling, matrix sampling, calendar of assessments)

AB 484: Required Assessments for the 2013–14 School Year

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State Superintendent
of Public Instruction

- Field Test for English Language Arts (ELA) and math in grades 3 through 8 and 11 (one content area per student)

- Scientific sample will also include a small sample of students for grades 9 and 10

- Current California Standards Test for science in grades 5, 8, and 10

- Current California Alternate Performance Assessment for ELA and math in grades 2 through 11 and for science in grades 5, 8, and 10
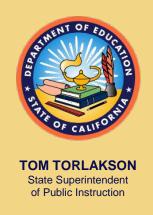
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AB 484: Optional Assessments for the 2013–14 School Year

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- EAP in grade 11
  - Voluntary for students, as it has been in the previous years
  - Scores for individuals only; will not produce school, district, or state-level scores from these assessments

- Standards-based Tests in Spanish in grades 2 through 11
  - Voluntary for LEAs to administer
- State would pay for each of these assessments

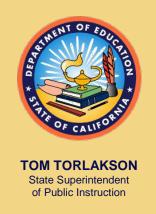# AB 484: Accountability, Score Use, and Evaluation

- Authorizes SSPI, with SBE approval, to not produce Academic Performance Index in 2013–14 and 2014–15

- Restricts comparison of scores from MAPP and STAR

- Prohibits display of scores that would identify students or teachers

- Calls for independent evaluation of MAPP

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Field Test Purpose

A field test is not designed to be a valid and reliable measure of student achievement; rather, it is designed to help the test developers evaluate whether the tests, individual items, and the technology platform work as intended before the first operational administration.

— Deborah S. Delisle
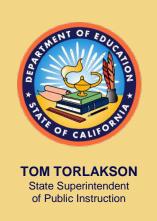U.S. Department of Education

Smarter Balanced Spring 2014 Field Test

- **Test window: March 18–June 6, 2014**

- Specific school and student sampling structure is under development (AB 484 requires SSPI to develop a plan).

- All participating students will take EITHER an ELA or mathematics Smarter Balanced Field Test.

- Scientific sample is comprised of 20% (10% ELA and 10% mathematics) of students across consortium states.
  - Data from this sample will be used to determine item reliability and validity and initial performance level scores.

Benefits of
Field Test Participation

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- **Students** will have hands-on experience with the functionality of a computer-based assessment.

- **Teachers and administrators** will gain valuable exposure to administration logistics during a trial run.

- **LEAs** will benefit from having learned where technology gaps may exist, and then can fully prepare for operational assessments.
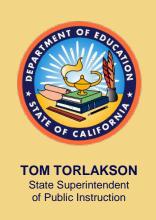
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Summative Testing Windows for the 2014–15 Smarter Balanced Operational Tests

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- Approved by governing states on September 10, 2013.

- In **grades 3–8**, 66% of school's instructional days must be completed before testing can begin.

- In **grade 11**, 80% of a school's annual instructional days must be completed before testing can begin.
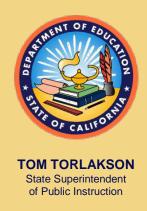
2014–15 Operational Testing Windows (cont.)

- Testing may continue up to and include the last day of school

- A state may establish more specific windows within the consortium-defined parameters

- CDE will likely take regulations to State Board to establish specific California windows
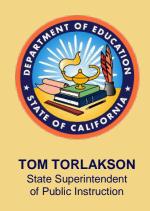
Smarter Balanced
Usability, Accessibility, and Accommodations Guidelines

TOM TORLAKSON
State Superintendent
of Public Instruction

- Approved by governing states on September 10, 2013

- Describe three types of student support:

  1. **Universal tools,** available to *all students*. Examples include spell-check, digital highlighter, embedded ruler, protractor, calculator, and dictionary for some writing tasks.

Usability, Accessibility, and Accommodations Guidelines (cont.)

2. **Designated supports,** available to *identified students*, including English learners, struggling readers, and students with attention deficits. Examples include color-contrast text, the blocking of distracting content, stacked translations, and bilingual dictionary.

Usability, Accessibility, and Accommodations Guidelines **(cont.)**

3. **Accommodations,** available to *students with an individualized education program or a 504 plan* that specifies the need for such an accommodation. Examples of accommodations include closed captioning, Braille, calculator, and text-to-speech technology.

The *Guidelines* document is available online at http://www.cde.ca.gov/ta/tg/sa/access.asp.

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For Further Information

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Smarter Balanced Assessment Consortium Web site
http://www.smarterbalanced.org

CDE Smarter Balanced Web Page
http://www.cde.ca.gov/sbac/

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